



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Dyer Elementary School

SAU: South Portland School Dept

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2011-2012 NCLB Report Card



School: Dyer Elementary School
SAU: South Portland School Dept
Grade: 03



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	47	46	98	93	76	73	15	78	7	<1	46	0	
	2010-2011	51	51	100	88	75	70	12	76	12	<1	51	0	0
Female	2009-2010	26	26	100	88	82	76	12	77	12	<1			
	2010-2011	23	23	100	87	81	74	22	65	13	<1			
Male	2009-2010	21	20	95	100	72	69	20	80	<1	<1			
	2010-2011	28	28	100	89	69	66	4	86	11	<1			
Caucasian/White	2009-2010	40	39	98	95	80	74	15	79	5	<1			
	2010-2011	48	48	100	88	75	71	13	75	13	<1			
African American/Black	2009-2010	1	1	100		54	46							
	2010-2011	1	1	100			43							
Hispanic	2009-2010	2	2	100		45	58							
	2010-2011	1	1	100		90	60							
Asian or Pacific Islander	2009-2010	4	4	100		67	71							
	2010-2011	1	1	100			69							
American Indian or Native Alaskan	2009-2010	0	0				66							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	8	8	100		56	62							
	2010-2011	10	10	100	90	64	58	20	70	10	<1			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	3	2	67		36	38							
	2010-2011	8	8	100		38	34							
Limited English Proficient	2009-2010	5	5	100		32	45							
	2010-2011	0	0			60	39							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Dyer Elementary School
SAU: South Portland School Dept
Grade: 04



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	59	58	98	86	68	67	17	69	14	<1	55	3	
	2010-2011	47	46	98	76	67	67	15	61	22	2	45	1	1
Female	2009-2010	29	29	100	90	75	71	21	69	10	<1			
	2010-2011	27	26	96	69	69	72	4	65	27	4			
Male	2009-2010	30	29	97	83	63	63	14	69	17	<1			
	2010-2011	20	20	100	85	66	63	30	55	15	<1			
Caucasian/White	2009-2010	56	55	98	87	69	68	18	69	13	<1			
	2010-2011	40	39	98	77	71	68	15	62	21	3			
African American/Black	2009-2010	2	2	100			43							
	2010-2011	0	0				40							
Hispanic	2009-2010	0	0				59							
	2010-2011	3	3	100		31	54							
Asian or Pacific Islander	2009-2010	1	1	100			71							
	2010-2011	3	3	100		58	67							
American Indian or Native Alaskan	2009-2010	0	0				64							
	2010-2011	0	0				62							
Economically Disadvantaged	2009-2010	5	5	100		51	56							
	2010-2011	8	7	88		47	56							
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	11	10	91	70	38	34	30	40	30	<1			
	2010-2011	5	5	100		29	29							
Limited English Proficient	2009-2010	3	3	100		60	46							
	2010-2011	6	5	83		39	43							

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School: Dyer Elementary School
SAU: South Portland School Dept
Grade: 05



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	34	34	100	94	71	72	41	53	6	<1	34	0	
	2010-2011	60	59	98	73	69	70	7	66	27	<1	55	4	1
Female	2009-2010	21	21	100	95	77	78	48	48	5	<1			
	2010-2011	29	28	97	79	75	75	11	68	21	<1			
Male	2009-2010	13	13	100	92	64	67	31	62	8	<1			
	2010-2011	31	31	100	68	64	66	3	65	32	<1			
Caucasian/White	2009-2010	34	34	100	94	72	73	41	53	6	<1			
	2010-2011	56	55	98	75	70	71	5	69	25	<1			
African American/Black	2009-2010	0	0			46	57							
	2010-2011	2	2	100			48							
Hispanic	2009-2010	0	0				70							
	2010-2011	2	2	100			65							
Asian or Pacific Islander	2009-2010	0	0				73							
	2010-2011	0	0				68							
American Indian or Native Alaskan	2009-2010	0	0				62							
	2010-2011	0	0				65							
Economically Disadvantaged	2009-2010	4	4	100		54	62							
	2010-2011	8	7	88		60	60							
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	2	2	100		28	36							
	2010-2011	10	10	100	70	39	34	<1	70	30	<1			
Limited English Proficient	2009-2010	0	0				49							
	2010-2011	4	3	75		36	46							

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Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	47	46	98	74	63	62	13	61	22	4	46	0
	2010-2011	51	51	100	82	66	61	22	61	16	2	51	0
Female	2009-2010	26	26	100	65	66	61	8	58	27	8		
	2010-2011	23	23	100	83	66	59	22	61	13	4		
Male	2009-2010	21	20	95	85	61	63	20	65	15	<1		
	2010-2011	28	28	100	82	66	64	21	61	18	<1		
Caucasian/White	2009-2010	40	39	98	74	66	63	13	62	23	3		
	2010-2011	48	48	100	81	67	63	23	58	17	2		
African American/Black	2009-2010	1	1	100		31	31						
	2010-2011	1	1	100			30						
Hispanic	2009-2010	2	2	100		45	52						
	2010-2011	1	1	100		45	49						
Asian or Pacific Islander	2009-2010	4	4	100		67	65						
	2010-2011	1	1	100			64						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	0	0				59						
Economically Disadvantaged	2009-2010	8	8	100		48	50						
	2010-2011	10	10	100	70	51	49	40	30	20	10		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	3	2	67		17	33						
	2010-2011	8	8	100		40	35						
Limited English Proficient	2009-2010	5	5	100		42	35						
	2010-2011	0	0			45	29						

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	59	58	98	84	65	62	21	64	12	3	55	3
	2010-2011	47	47	100	66	64	60	13	53	32	2	45	2
Female	2009-2010	29	29	100	86	69	62	24	62	10	3		
	2010-2011	27	27	100	56	61	60	4	52	44	<1		
Male	2009-2010	30	29	97	83	62	63	17	66	14	3		
	2010-2011	20	20	100	80	66	61	25	55	15	5		
Caucasian/White	2009-2010	56	55	98	84	67	63	22	62	13	4		
	2010-2011	40	40	100	68	65	61	15	53	30	3		
African American/Black	2009-2010	2	2	100			36						
	2010-2011	0	0				31						
Hispanic	2009-2010	0	0				45						
	2010-2011	3	3	100		50	48						
Asian or Pacific Islander	2009-2010	1	1	100			65						
	2010-2011	3	3	100		67	64						
American Indian or Native Alaskan	2009-2010	0	0				49						
	2010-2011	0	0				56						
Economically Disadvantaged	2009-2010	5	5	100		54	50						
	2010-2011	8	8	100		49	48						
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	11	10	91	50	29	36	30	20	30	20		
	2010-2011	5	5	100		26	31						
Limited English Proficient	2009-2010	3	3	100		60	38						
	2010-2011	6	6	100		48	35						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	34	34	100	76	58	64	21	56	12	12	34	0
	2010-2011	60	60	100	72	63	61	15	57	18	10	56	4
Female	2009-2010	21	21	100	71	56	64	19	52	19	10		
	2010-2011	29	29	100	83	65	61	14	69	10	7		
Male	2009-2010	13	13	100	85	61	64	23	62	<1	15		
	2010-2011	31	31	100	61	61	61	16	45	26	13		
Caucasian/White	2009-2010	34	34	100	76	61	65	21	56	12	12		
	2010-2011	56	56	100	73	63	62	16	57	16	11		
African American/Black	2009-2010	0	0			15	37						
	2010-2011	2	2	100			32						
Hispanic	2009-2010	0	0				55						
	2010-2011	2	2	100			48						
Asian or Pacific Islander	2009-2010	0	0				67						
	2010-2011	0	0				59						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	0	0				60						
Economically Disadvantaged	2009-2010	4	4	100		43	51						
	2010-2011	8	8	100		48	47						
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	2	2	100		28	34						
	2010-2011	10	10	100	50	31	30	20	30	10	40		
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	4	4	100		58	34						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Dyer Elementary School
SAU: South Portland School Dept
Grade: 05



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Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students													
	2010-2011	59	59	100	54	55	64	5	49	36	10	58	1
Female													
	2010-2011	28	28	100	71	59	64	4	68	25	4		
Male													
	2010-2011	31	31	100	39	52	65	6	32	45	16		
Caucasian/White													
	2010-2011	55	55	100	56	58	66	5	51	33	11		
African American/Black													
	2010-2011	2	2	100			32						
Hispanic													
	2010-2011	2	2	100			50						
Asian or Pacific Islander													
	2010-2011	0	0				68						
American Indian or Native Alaskan													
	2010-2011	0	0				58						
Economically Disadvantaged													
	2010-2011	8	8	100		39	53						
Migrant													
	2010-2011	0	0										
Students with Disabilities													
	2010-2011	10	10	100	10	20	36	<1	10	40	50		
Limited English Proficient													
	2010-2011	4	4	100		17	36						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Dyer Elementary School
SAU: South Portland School Dept
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	E: 99 M: 99	E: 99 M: 99	81	E: 71 M: 69	E: 69 M: 70	100	E: 100 M: 100	E: 99 M: 99	73	E: 65 M: 56	E: 61 M: 61	97	96	95
Caucasian/White	99	E: 99 M: 99	E: 99 M: 99	82	E: 73 M: 71	E: 70 M: 71	100	E: 100 M: 99	E: 99 M: 99	73	E: 66 M: 59	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: 55	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: 32	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: 59 M: 46	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: 59 M: 42	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: 65 M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: 70 M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	*	E: 99 M: 99	E: 99 M: 99	68	E: 55 M: 55	E: 58 M: 58	*	E: 100 M: 100	E: 99 M: 99	44	E: 48 M: 42	E: 48 M: 47			
Students with Disabilities	*	E: 99 M: 99	E: 98 M: 98	60	E: 33 M: 23	E: 33 M: 30	*	E: 99 M: 98	E: 98 M: 98	56	E: 33 M: 21	E: 32 M: 24			
Limited English Proficient	*	E: 89 M: 91	E: 92 M: 92	*	E: 41 M: 46	E: 43 M: 45	*	E: 100 M: 100	E: 99 M: 99	*	E: 49 M: 38	E: 34 M: 37			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



School: Dyer Elementary School
SAU: South Portland School Dept



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	4	4	8	5	4	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.